Communities That Care

Training of Coordinators

Initiating the Process

Trainer's Guide
(165 minutes)

Module 3
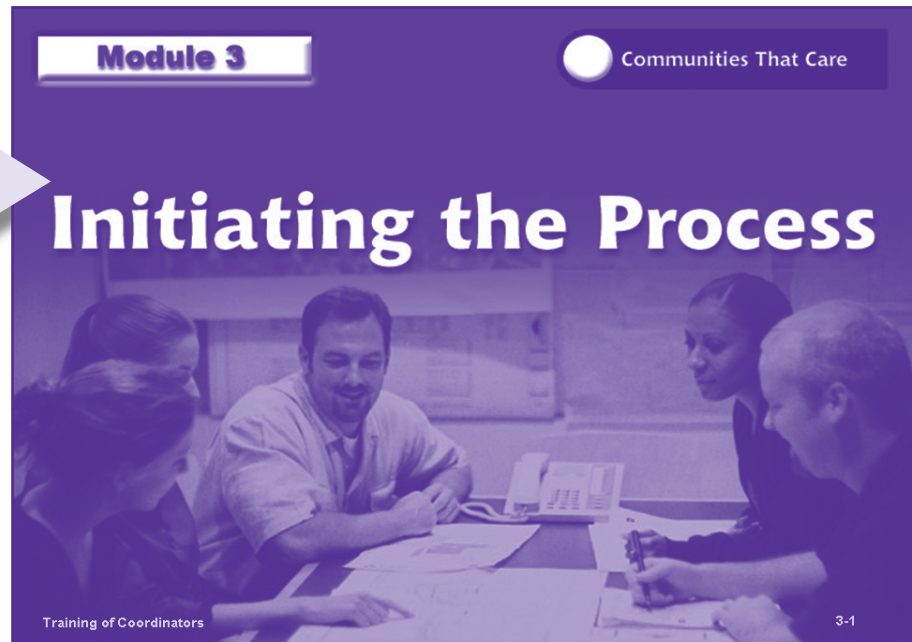
Slides for Module 3

Mouse-Click Icon

(for a computer-based presentation)
The mouse-click icon shows you what information will come up on
the slide when you click. (Some slides use several clicks.)

Slide 3-1

Notes

Mental Set: Specializing in the *Communities That Care* process

We'll start this module by getting you to think about what you've learned so far and what we'll be working on as we move forward.

Try following this thought process:

Think of a person who hasn't been feeling well for several weeks. This person has a number of common symptoms such as tiredness, trouble sleeping, headaches and stomachaches. What do you think this person should do?

Take a few responses.

[He or she should see a doctor.] *Most likely, this doctor would be a general practitioner. You might consider yourself a general practitioner of the* Communities That Care *process because you have a good general overview of the process and research foundation. In other words, you know what* Communities That Care *does and what makes it work.*

If the general practitioner found something specifically wrong with this person, what do you think would happen next?

Take a few responses.

[He or she would see a specialist, a doctor who knows a lot about a specific part or function of the body.]

In this module, you will begin to become a specialist in the Communities That Care *process because you're going to be learning the specifics of the process and the work you, as a Coordinator, will need to get done in order to move the process forward.*

Module 3 goal

Communities That Care

To provide the knowledge and skills necessary for supporting the *Communities That Care* effort through Phase One.

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Slide 3-2

Review the goal of the module.

Slide 3-3

Notes

Objectives

Communities That Care

Participants will be able to:

1. Describe the role of the Coordinator.

2. Explain the function of milestones and benchmarks.

3. Carry out the responsibilities of the Coordinator during Phase One.

4. Help the community move to Phase Two.

Training of Coordinators   3-3

Review the objectives.

Objective 1: Describe the role of the Coordinator.

We'll start by defining the Coordinator's role.

A Communities That Care *Coordinator is a high-energy community member who has an interest in helping to address local youth problem behaviors and promoting positive youth development. Often, a Coordinator will have experience with local prevention and service programs. While this experience is not essential to being a good* Communities That Care *Coordinator, it can help build the qualities, skills and expertise that a successful Coordinator needs. Some qualities that can help a Coordinator include:*

- *Openness—A willingness to learn new things about a community and work effectively with a number of people is important for supporting an effort that is ongoing and evolving.*

- *Commitment—It's essential for a Coordinator to dedicate a considerable amount of time and energy in support of the community's efforts in identifying and addressing the problems facing it.*

Some skills that can help a Coordinator include:

- *Organization—A Coordinator will need to handle many of the administrative tasks of the* Communities That Care *process.*

- *Communication—A Coordinator will need to communicate with different groups of people and may need to convey information between groups.*

- *Facilitation—A Coordinator may need to use communication, problem-solving and conflict-management skills at certain times in order to keep the progress going.*

Expertise that can help a Coordinator includes:

- *Familiarity—Because the* Communities That Care *process is so tailored to the community, the Coordinator will need a fair amount of familiarity with the key people and resources in the community.*

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Notes

General tasks of a Coordinator

Communities That Care

- provide staff support

- coordinate training and technical assistance

- prepare for and follow up on Community Board meetings

- document the *Communities That Care* effort

- prepare reports

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Objective 1: Describe the role of the Coordinator.

The following are some general tasks that a Coordinator will be responsible for throughout the Communities That Care *process. Although the tasks that a Coordinator will be responsible for in his or her community may vary, these will give you a general idea of the work you'll be doing.*

Review each item as you click it onto the screen.

1 *A Coordinator provides staff support to the Community Board and its working groups.*

2 *A Coordinator works with the* Communities That Care *trainer to arrange training and technical assistance (including ensuring readiness for the next training event; securing a training site; contacting participants; arranging for needed equipment; securing refreshments, if appropriate; coordinating materials).*

3 *A Coordinator handles Community Board meeting preparation and follow-up.*

4 *A Coordinator documents the* Communities That Care *effort by keeping files of all related activities.*

5 *A Coordinator prepares reports as needed.*

Notes

Objective 1: Describe the role of the Coordinator.

There are also a number of additional tasks you may be responsible for, depending on how your community structures the roles and responsibilities of the people who implement and maintain the Communities That Care *system.*

As you know, a Coordinator supports the progress of the Communities That Care *system. This means that if certain roles have not been filled, or if certain responsibilities haven't been met, you may have to take action in order to keep the process moving forward.*

- *Coordinators are often responsible for rallying support for the* Communities That Care *effort in their communities. For example, you may need to help convince reluctant Community Board members that their participation is vital to the effort.*

- *In certain situations, you may have to set up and/or arrange for Community Board or work group meetings, beyond normal preparation. For example, you may need to work with the chair to develop the meeting agenda.*

- *There may be situations in which progress isn't being made because of lack of communication or conflict within work groups. While the Community Board Chair will be responsible for settling significant issues, you may be able to take care of some challenges, such as scheduling board meetings.*

Remember, every community will approach the Communities That Care *process differently. Your community may have a very defined structure, which means you may not have many additional responsibilities.*

Other communities may be stretched thin. For example, if your community is in the middle of an election or is busy working on the town budget, Community Board members may have other responsibilities. In this case, your responsibilities may change over the course of the Communities That Care *effort.*

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Notes

Objective 1: Describe the role of the Coordinator.

Next, let's try an activity in which you identify your responsibilities and the skills needed to carry them out. You will then rate your skills and identify ways that you can improve your skills in the future.

This activity is not meant as a test or as a method of selection. It's only meant to help you better understand your responsibilities and skills, assess your current skill level and identify ways you can improve your skills in order to better meet your responsibilities.

You might not be able to complete the following activity, but working on it after this training will help to further define your role as Coordinator.

Activity: Identifying your responsibilities and skills

Time: 10 minutes

Instructions:

- Have participants turn to the Coordinator's Responsibilities and Skills Worksheet in their Participant's Guide and fill in the spaces provided.

- Ask participants to share some of their responses when they're finished.

Note to trainers: If a participant hasn't been closely involved in his or her community's efforts, have him or her work with another participant who has more experience. This will help less experienced participants learn what might be expected of them when they begin their own work.

Coordinator's Responsibilities and Skills Worksheet

My responsibilities	Skills needed	My rating	Ways to improve
Provide staff support to the Community Board and its work groups.		1 2 3 4 5	
Arrange training and technical assistance.		1 2 3 4 5	
Handle Community Board meeting preparation and follow-up.		1 2 3 4 5	
Document the *Communities That Care* effort.		1 2 3 4 5	
Prepare reports.		1 2 3 4 5	
Additional responsibility: _____ _____		1 2 3 4 5	
Additional responsibility: _____ _____		1 2 3 4 5	
Additional responsibility: _____ _____		1 2 3 4 5	
Additional responsibility: _____ _____		1 2 3 4 5	

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Notes

Objective 1: Describe the role of the Coordinator.

It's best for the Coordinator to be involved in the Communities That Care *effort right from the beginning. There are several benefits of early involvement.*

- *There are a number of important decisions made early in the* Communities That Care *process. The earlier the Coordinator becomes a member of the team, the sooner he or she can start providing support to the people and groups that will put the system into the community.*

- *The Coordinator will be able to investigate the community's readiness issues. This will help to support the efforts to address these issues during Phase One.*

- *The Coordinator will be able to help in organizing the work that needs to be done before moving from one phase to the next.*

- *The roles that people and groups will play in the process will be defined early on. This is important for the Coordinator because he or she will be communicating with and supporting the work of several people and groups that have specific tasks that need to get done throughout the process.*

Communities That Care

Phase One: Getting Started

Purpose: Begin the *Communities That Care* process. Identify:

- people
- scope
- readiness
- resources.

Support: Strategic Consultation; *Tools for Community Leaders: A Guidebook for Getting Started*

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Notes

Objective 2: Explain the function of milestones and benchmarks.

Review the slide.

Now let's first see how specific goals are defined in the Communities That Care *system by looking at the work done in Phase One.*

The purpose of Phase One is to begin the Communities That Care *process. This involves ensuring that the right people are involved, that the scope of the* Communities That Care *initiative has been identified, that readiness issues have been identified and addressed and that appropriate resources have been secured to support the early phases.*

Milestones and benchmarks further break down the work done in Phase One (and in each of the five phases of the Communities That Care *system) by describing the specific tasks that need to be done to complete the phase.*

Let's take a closer look at what this means.

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Notes

Milestones and benchmarks

Communities That Care

- Established for each phase

- Indicate critical steps
  and procedures

- Document and celebrate
  accomplishments

- Supported by training modules

Training of Coordinators   3-10

Objective 2: Explain the function of milestones and benchmarks.

Milestones and benchmarks indicate what needs to be accomplished during each phase of the Communities That Care *process. They help communities stay on track and hold themselves accountable for progress and results.*

Milestones are specific goals to be achieved when implementing the Communities That Care *system. Benchmarks are steps that can be taken to achieve milestones.*

Milestones and benchmarks are used:

- *as a planning tool—to decide what needs to happen in the planning process*

- *as a checklist—to ensure that all appropriate steps are taken*

- *as an assessment and evaluation tool—to identify necessary changes or technical-assistance needs. Milestones and benchmarks can also be used in evaluations of the implementation of the* Communities That Care *system.*

All of the Communities That Care *training modules and implementation guides are specifically designed to support the completion of the milestones and benchmarks.*

Allow a few minutes for participants to review the milestones and benchmarks (in Appendix 2 of the Participant's Guide) and ask questions.

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Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

The guide Investing in Your Community's Youth: An Introduction to the *Communities That Care* System *is where we begin to outline the work done in Phase One. This guide provides an overview of the system and the pieces that make up that system, including most of the information we went over in Module 2 of this training.*

This guide is important as a clear, concise resource outlining the basics of the Communities That Care *system. It can be used as a recruiting tool and as a source of information for you to refer to.*

Investing in Your Community's Youth *has six sections.*

*   *The first is an introduction that goes over what the guide covers.*

*   *The second describes what the* Communities That Care *system is, what it can do and what makes it unique.*

*   *A description of the research foundation is in the third section.*

*   *The process of implementing the* Communities That Care *system is described in the fourth section. This includes information on the* Communities That Care Youth Survey, *the five phases, milestones and benchmarks and the time line.*

*   *The fifth section goes over some of the ways in which the* Communities That Care *system has worked in communities throughout the country.*

*   *The final section of the guide lists some sources for further reading.*

Being familiar with this guide is a good way of ensuring that you'll have the answers to basic questions that people in your community may have about the Communities That Care *system.*
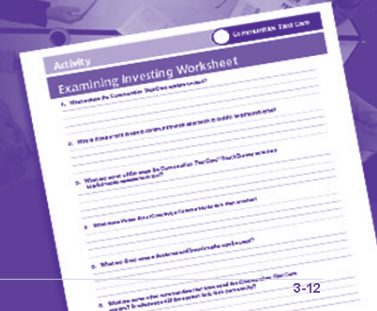
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Notes

Activity:
Examining *Investing in Your Community's Youth*

⬤ Communities That Care

- Turn to the Table of Contents.

- Answer questions on the Examining *Investing* Worksheet.

- Share your responses with the group.

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Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

Now let's try to find some specific information in the Investing in Your Community's Youth *guide. The following activity will give you some practical experience with the guide and where to find the information it contains.*

Activity: Examining *Investing in Your Community's Youth*

Time: 20 minutes

Instructions:

- Have participants turn to the Table of Contents in their copies of *Investing in Your Community's Youth.*

- Using the Table of Contents as a guide, have participants search for topics and answer the questions on the Examining *Investing* Worksheet in their Participant's Guide. Answers to the questions can be found:

  1. under the heading "What Makes It Unique?"

  2. under the heading "Community Mobilization: Why a Community-Wide Approach?"

  3. under the heading "The *Communities That Care Youth Survey*"

  4. under the heading "The Five Phases," in the section "Phase Four: Creating a Community Action Plan"

  5. under the heading "Milestones and Benchmarks"

  6. in the section "Assessing the Effectiveness of the System."

- Choose a different participant to answer each of the questions.

Examining *Investing* Worksheet

1. What makes the *Communities That Care* system unique?

_____

_____

_____

_____

2. Why is it important to use a community-wide approach to public health problems?

_____

_____

_____

_____

3. What are some of the ways the *Communities That Care Youth Survey* acts as a helpful needs-assessment tool?

_____

_____

_____

_____

4. What does Phase Four: Creating a Community Action Plan involve?

_____

_____

_____

_____

5. What are three ways milestones and benchmarks can be used?

_____

_____

_____

_____

6. What are some other communities that have used the *Communities That Care* system? In what ways did the system help their community?

_____

_____

_____

_____

Notes

Tools for Community Leaders: A Guidebook for Getting Started

Communities That Care

- Step 1—Complete Preliminary Organization Tasks

- Step 2—Define the Scope of the Prevention Effort

- Step 3—Address Community Readiness Issues

- Step 4—Plan for Phase Two: Organizing, Introducing, Involving

Training of Coordinators

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Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

Now let's take a look at Tools for Community Leaders: A Guidebook for Getting Started. *This guide is where the real work of Phase One begins. In this phase, community members will:*

- *define the community to be involved*

- *recruit leaders and other participants*

- *identify and address community readiness issues*

- *plan the next steps.*

To help community members meet these goals, the guide has been divided into four sections. Each one of these sections has its own milestones and benchmarks, as well as activities that will help participants achieve these goals.

The four steps are:

- *Step 1—Complete Preliminary Organization Tasks*

- *Step 2—Define the Scope of the Prevention Effort*

- *Step 3—Address Community Readiness Issues*

- *Step 4—Plan for Phase Two: Organizing, Introducing, Involving.*

Each of these steps can be identified in the guide by looking down the outside edge of each page.

These steps are followed by three appendices. The first appendix includes the milestones and benchmarks for all five phases. The second is a glossary of the key players involved in the Communities That Care *process. The third has the worksheets used with the activities.*

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Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

As you know, Step 1 in Tools for Community Leaders *addresses the milestone* Organize the Community to Begin the Communities That Care *Process. There are a number of benchmarks addressed in this milestone, and a number of tasks that participants will have to complete in order to meet these benchmarks.*

Have participants turn to the Step 1—Complete Preliminary Organization Tasks section in their copies of *Tools for Community Leaders.* Give them 5 minutes to review the five benchmarks in this first step.

Check for understanding.

• *What is the first benchmark addressed in Step 1?*

Ask for answers.

[The selection of the Catalyst is the first benchmark addressed.]

What is the primary responsibility of the Catalyst?

Ask for answers.

[The Catalyst is the person or group that introduces the *Communities That Care* system into the community.]

• *What is the second benchmark addressed in Step 1?*

Ask for answers.

[The selection of the Champion is the second benchmark addressed.]

What is the primary responsibility of the Champion?

Ask for answers.

[The Champion guides the *Communities That Care* process by lending his or her standing and influence to the effort.]

Notes

- *What are some tasks the lead agency may have over the life of the* Communities That Care *process?*

  Ask for answers.

  [The lead agency often serves as the "funding channel" for the *Communities That Care* process. The tasks this agency may be responsible for include hosting the planning and implementation process, providing fiscal oversight and providing financial support, staffing, office support, office space and meeting rooms.]

- *What is the responsibility of the core work group? What are some typical members of the core work group?*

  Ask for answers.

  [The core work group will determine how best to get the *Communities That Care* process started in the community.

  Typically, this group is made up of 2 or 3 people who initiate the *Communities That Care* process in the community. Members of this group may include the chair or staff member of a prevention or health-related coalition, a law enforcement representative, an education representative, a local government representative, a social services provider, a health services provider, a community activist, and parents and/or youth from the community.]

You may have noticed that the selection of the Coordinator is also a benchmark worked on in Step 1. It's important to know what work has already been done in your community when you join the process. Every community is different, so knowing where your community is in the process is the best way of beginning to support the work that needs to be done.

- *For example, you may be joining the* Communities That Care *effort very early in the process, before a Champion has been selected or a work group has been formed. If this is the case, the Coordinator may be supporting the work done in selecting these positions by keeping track of the documentation used in the selection process.*

- *Another possibility is that the Coordinator will not be selected until after much of the work in Phase One has already been completed. If this is the case, you will have to collect all of this work, and know who fills each of the roles described in the Phase One benchmarks.*

As a Coordinator, you will be responsible for keeping track of the various decisions made on the worksheets throughout Tools for Community Leaders. *In other words, you'll be documenting the progress of the community as it works toward its goal.*

Check for understanding.

Can you find the three worksheets used in Step 1 of Tools for Community Leaders? *What are these three worksheets used for?*

Ask for answers.

[The Potential Catalysts worksheet helps to identify a Catalyst; the Potential Champions worksheet helps to identify a Champion; and the Key Contact Information worksheet keeps track of the key personnel selected to support the *Communities That Care* effort.]

Keeping track of this information is important for several reasons.

• *Knowing the decisions that have been made is the best way to ensure that each task has been completed in the appropriate way.*

• *New people coming into the* Communities That Care *effort will need to know what work has been completed and the reasons that certain decisions were made.*

• *As we will see, many of the decisions made in Phase One and Phase Two deal with defining roles and responsibilities. The information you document will be important in establishing productive communication among the people and groups you will be coordinating.*

Note to trainers: Remind participants that copies of all worksheets are in Appendix 3 of *Tools for Community Leaders.*

Now let's try an activity in which you complete work through Step 1 in Tools for Community Leaders.

Note to trainers: Let participants know that this work may not be the responsibility of the Coordinator. In some communities, the work done in *Tools for Community Leaders* may be completed before the Coordinator comes into the process. However, in other communities the Coordinator may be assigned specific tasks to help support the efforts of core work group members.

Optional activity: Complete Step 1 work

Time: 15 minutes

Instructions:

• Have participants turn to the Step 1 worksheets in their copies of *Tools for Community Leaders* and fill in the information that they know their community has completed.

• Ask participants to share some of their responses when they're finished.

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Step 2—Define the Scope of the Prevention Effort

Communities That Care

Milestone 1-2: Define the scope of the prevention effort.

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Notes

Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

Let's next take a look at Step 2 in Tools for Community Leaders.

The milestone for this step is to define the scope of the prevention effort. Once again, this milestone is further broken down into benchmarks.

Can anyone name the first benchmark in Step 2?

Take responses.

[The first benchmark is to define the key aspects of the prevention effort's scope.]

Now, can anyone name some of the key aspects that will help define this scope?

Take responses. Answers should include the following:

[Define the community to be organized; identify health and behavior issues to be addressed; agree on what is involved in the "prevention" response; identify legislative or funding supports or constraints; agree on the Community Board's role; and begin to define how the Community Board will operate in the community.]

The second benchmark of Step 2 is to summarize issues related to the key aspects. The core work group will discuss issues related to each key aspect and complete the Key Aspects Summary worksheet, noting issues agreed upon and those that will require further discussion before agreement can be reached.

Can you name the three people or groups that should provide input for this summary?

Take responses.

[It will be important to gather input from core work group members, key members of related community initiatives and community stakeholders, in order to ensure agreement on the key aspects of the community-wide effort.]

The third benchmark of Step 2 is to develop an action plan to address outstanding issues related to key aspects. Participants will take the issues identified on the Key Aspects Summary worksheet and note proposed actions and resolutions on the Outstanding Planning Issues worksheet.

Check for understanding.

Can you think of some reasons why the information on the Outstanding Planning Issues worksheet will be important, particularly to a Coordinator, as the process moves forward?

Take responses.

[The issues identified on the Outstanding Planning Issues worksheet can all hinder the progress of the *Communities That Care* system. They will need to be resolved as soon as possible in order to prevent miscommunication and misunderstanding.]

Now let's try an activity in which you complete work through Step 2 in Tools for Community Leaders.

Optional activity: Complete Step 2 work

Time: 15 minutes

Instructions:

• Have participants turn to the Step 2 worksheets in their copies of *Tools for Community Leaders* and fill in the information that they know their community has completed.

• Ask participants to share some of their responses when they're finished.

Notes

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Notes

Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

Step 3 includes determining your community's readiness for a successful community-wide prevention effort.

Readiness issues are those issues that need to be identified and addressed in order to ensure that a community is prepared for the successful implementation of the prevention effort.

Can you think of some reasons that addressing readiness issues early in the Communities That Care *process can help a community's prevention efforts?*

Take responses.

[Addressing readiness issues can help:

- identify issues that may become obstacles as the process moves forward

- identify additional individuals or organizations that need to be included in the effort in order for it to be successful

- clarify aspects of the effort that the community needs to know about

- prepare for Phase Two: Organizing, Introducing, Involving.]

Turn to the first benchmark of Step 3 in Tools for Community Leaders. *Here you will see a list of specific planning issues that should be addressed early in the planning process. Over the next several pages, each of these issues is discussed in detail.*

Note to trainers: Point out to participants that the final issue listed under the first benchmark of Step 3 (identification of other community readiness issues) is divided into subcategories when discussed further.

Let's try an exercise to get you more familiar with these issues and how they may affect your community.

Activity: Examining readiness issues

Time: 20 minutes

Instructions:

• Have participants get into enough groups so that all thirteen readiness issues described in Step 3 can be covered.

• Assign each group one or more readiness issues and have them review the description(s).

• Ask each group to answer the questions on the Readiness Issue Worksheet in their Participant's Guide for each readiness issue assigned to them.

• After 15 minutes, ask participants to share their answers with the group.

Readiness Issue Worksheet

Assigned readiness issue(s): _____

_____

1. What are some ways the issue(s) could be an obstacle to the implementation of the *Communities That Care* system?

_____

_____

_____

_____

_____

_____

_____

_____

2. What are some ways the issue(s) could be successfully addressed?

_____

_____

_____

_____

_____

_____

_____

_____

3. In what ways does the issue (or issues) apply to your community?

_____

_____

_____

_____

_____

_____

_____

Worksheets for Step 3

Communities That Care

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The following worksheets help address readiness issues in the first benchmark of Step 3:

- The Obtaining School District Support for the *Communities That Care Youth Survey* worksheet

- The Community Initiatives worksheet

- The Stakeholder Identification and Analysis worksheet.

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Notes

Objective 3: Carry out the responsibilities of the Coordinator during Phase One.

You may have noticed that there are several more worksheets in the first benchmark for Step 3. These worksheets will help with several of the readiness issues that you have just reviewed.

What readiness issues have worksheets in the first benchmark of Step 3? How do these worksheets help to address these readiness issues?

Take responses.

The following worksheets help address readiness issues in the first benchmark of Step 3:

Review each item as you click it onto the screen.

The Obtaining School District Support for the Communities That Care *Youth Survey worksheet helps begin the process of obtaining support for the survey.*

The Community Initiatives worksheet helps identify existing coalitions and initiatives that Community Board members will need to collaborate with in order for them to work with the Communities That Care *process.*

The Stakeholder Identification and Analysis worksheet helps identify community stakeholders and how they can be involved in the building of a strong Key Leader Board and Community Board.

Notes

Can you find the next two benchmarks for Step 3?

Take responses. Help participants locate the information if they are having trouble.

[Analyzing outstanding community readiness issues and addressing "show-stopper" issues (those that are critical to moving forward) are the next two benchmarks for Step 3.]

The community readiness questionnaire included in Tools for Community Leaders *will help gather a variety of responses from core work group members, community leaders and other community members on which readiness issues need additional attention.*

Review the community readiness questionnaire. What role will you have with this information?

Take responses.

[A Coordinator's role will be to keep track of this information so that comparisons can be drawn between differing opinions in the community by core work group members in Phase One and Key Leaders and Community Board members in Phase Two.]

What is the final benchmark for Step 3? What worksheet helps participants complete this benchmark?

Take responses. Help participants locate the information if they are having trouble.

[Developing an action plan for outstanding community readiness issues is the final benchmark for Step 3. The Outstanding Readiness Issues worksheet documents each outstanding readiness issue identified.]

Now let's try an activity in which you complete work through Step 3 in Tools for Community Leaders.

Optional activity: Complete Step 3 work

Time: 15 minutes

Instructions:

- Have participants turn to the Step 3 worksheets in their copies of *Tools for Community Leaders* and fill in the information that they know their community has completed.

- Ask participants to share some of their responses when they're finished.

Step 4—Plan for Phase Two: Organizing, Introducing, Involving

Communities That Care

Milestone 1-5: The community is ready to move to Phase Two: Organizing, Introducing, Involving.

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Notes

Objective 4: Help the community move to Phase Two.

Step 4 is where the Coordinator will help the community move from Phase One to Phase Two: Organizing, Introducing, Involving. Can you name the first benchmark of Step 4?

Take responses.

[Developing a work plan for moving to Phase Two is the first benchmark for Step 4.] *Let's take a look at how this will be done.*

Can you find the chart in Tools for Community Leaders *that lists the tasks that need to be completed before moving on to Phase Two?*

Help participants locate the "Moving to Phase Two" planning list.

[The Phase Two planning list outlines who is responsible for each Phase One task and the tools that the person or group will need to complete the work before moving on to Phase Two.] *So the first part of the work plan will identify the work completed and the issues and tasks that still need to be resolved in order for the process to move forward.*

The second step toward completing the work plan is to identify the resources needed for Phase Two. The Coordinator is more directly involved with this task than with any other in Phase One.

The Key Leader Board and Community Board are responsible for providing the resources needed for Phase Two. It's the Coordinator's responsibility to support these groups by helping them know what will be needed for Phase Two.

Turn to the next two pages in Tools for Community Leaders. *Listed here are the types of resources needed and projected expenses.*

Responsibilities of the Coordinator before Phase Two

Communities That Care

- Clerical tasks
- Meeting logistics

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Notes

Objective 4: Help the community move to Phase Two.

Let's take a closer look at the Coordinator's responsibilities to the Key Leader Board and Community Board as they prepare for moving on to Phase Two.

You will have two primary responsibilities at this step:

- *First, you will be responsible for all clerical tasks, including preparing mailings, typing minutes and agendas, and photocopying any materials that will be needed by participants at the next training.*

- *Second, you will be responsible for the meeting logistics that need to be determined before the next training event.*

You may also be responsible for helping to recruit Key Leaders and other stakeholders.

The second page of the chart we just looked at in Tools for Community Leaders *lists what steps need to be taken before starting Phase Two. You'll notice that the responsibilities for these tasks fall mainly to the Champion and Catalyst.*

As the Coordinator, your responsibility will be to support the tasks of the Champion and Catalyst. These specific tasks, which will need to be completed at different stages leading up to the Phase Two training events, are listed in Appendix 3 of Tools for Community Leaders.

The worksheets that follow in your Participant's Guide outline your responsibilities in relation to preparing for training events. Since these responsibilities will need to be addressed before each training event, you should make enough copies of the worksheets to use in Phases Three, Four and Five, as well. The sponsoring site information at the end of Tools for Community Leaders *also provides important information about planning for trainings. Take a few moments to review these worksheets, to see if you have any questions about any of the work you'll be doing at this step.*

Answer any questions before moving on.

One-Month Worksheet

3—31

Training event: _____

Coordinator: _____

Mailings	Completed by:	Date sent:
Invitations		
Directions/maps		

Meeting places	Training location:
Fill in once confirmed:	Location of the training event: _____ _____ Address and telephone number of the training location: _____ _____ How many people will be attending the event: _____ Maximum number location can hold (in case of late registrants): _____

Food decisions	Possible restaurants or catering services:
Check off and list the following:	☐ Breakfast: _____ _____ ☐ Lunch: _____ _____ ☐ Snacks: _____ _____

	Additional tasks:
To be done before each training event:	☐ Training materials needed for the next training event have been ordered. ☐ Contact trainer to confirm equipment needs.

Two- and One-Week Worksheet

Training event: _____

Coordinator: _____

Mailings	Completed	Date sent
Confirmation notices		
Any materials participants will need for training		
Agenda for the training		

Contacts	Check off and fill in as confirmed.	Date contacted
Contact trainer to confirm:	☐ Any adjustments to the agenda: _____ _____ ☐ Location of the event: _____ ☐ Arrival of the training materials ☐ Key Leader or other stakeholder contacted to start event	
Contact potential participants:	☐ Updated number of participants: _____	

Equipment	Equipment needs:	
Needs will vary depending on training type and size.	☐ overhead projector with spare bulb ☐ computer projector (if requested by trainer) ☐ projection screen ☐ small table for projector(s) ☐ easel for each table group, if possible (at least two easels required) ☐ wireless microphone	☐ trainer table large enough for two trainers and their materials ☐ registration table ☐ snack table ☐ name tags and sign-in sheets ☐ participant materials (will be shipped to your location as arranged with trainer)

Final arrangements	Confirm the following:
Should be confirmed one week before the training.	☐ Whether participants who have not responded plan to attend. ☐ Food, room and equipment issues are set. ☐ Copies of whatever may need to be shared with the group have been made. ☐ Delivery of curriculum. ☐ Setup team is ready to help with room setup.

Day-of-Training Worksheet

Training event: _____

Coordinator: _____

	Pre-training checklist (one hour prior to training)
Check completed items:	☐ Equipment setup ☐ *Does all audiovisual equipment work?* ☐ Room setup ☐ *Seating OK?* ☐ *Enough tables and chairs?* ☐ Registration table setup ☐ Arrange training materials on table for participant pick-up. ☐ Arrange name tags on table for participant pick-up. ☐ Food setup ☐ *Are refreshments out?* ☐ Additional items to address: ☐ *Is room temperature comfortable?* ☐ *Is room ventilation adequate?* ☐ *Are there any distractions that will need to be taken care of?*

	In-training questions
Fill in information:	List in-training questions participants have: _____ _____ _____ _____ _____ _____

	Answers to in-training questions
Fill in information:	Answers to in-training questions or list of people who will be able to answer: _____ _____ _____ _____ _____ _____

Post-Training Worksheet

Training event: _____

Coordinator: _____

	Fill in and check off information.
For participants:	In-training questions to be answered: _____ _____ _____ _____ ☐ Make copies of meeting minutes and answers to in-training questions. ☐ Send copies of meeting minutes and answers to in-training questions to participants.
	Fill in and check off information.
For Key Leaders:	Additional implementation issues raised during the training: _____ _____ _____ _____ ☐ Provide feedback to Key Leaders about the event.
	Provide copies of the following items:
For trainers:	☐ sign-in sheets ☐ other documentation used in the training ☐ minutes

	Fill in information.
Issues for next training event:	Issues to address to ensure readiness for next training event: _____ _____ _____ _____ _____

Slide 3-20

Notes

Objective 4: Help the community move to Phase Two.

You have examined each section of Tools for Community Leaders *and completed worksheets you had information for. The next activity ties all of this work together and helps you identify what further information you'll need before moving on to Phase Two.*

Note to trainers: Remind participants once again that this work may not be the responsibility of the Coordinator. This activity is only meant to get participants familiar with all the work done in *Tools for Community Leaders,* in case they need to complete certain tasks in order for their community to move on to Phase Two.

Activity: Completing *Tools for Community Leaders*

Time: 15 minutes

Instructions:

• Have participants turn to the Completing Phase One Worksheet in their Participant's Guide and answer the questions listed.

• Ask participants to share some of their responses when they're finished.

Completing Phase One Worksheet

Step 1 work completed and further information needed

☐ Potential Catalysts worksheet   ☐ Key Contact Information worksheet

☐ Potential Champions worksheet

Information needed to complete work: _____

_____

_____

_____

_____

Step 2 work completed and further information needed

☐ Key Aspects Summary worksheet   ☐ Outstanding Planning Issues worksheet

Information needed to complete work: _____

_____

_____

_____

_____

Step 3 work completed and further information needed

☐ School District Support worksheet   ☐ Stakeholder Identification and Analysis worksheet

☐ Community Initiatives worksheet   ☐ Outstanding Readiness Issues worksheet

Information needed to complete work: _____

_____

_____

_____

_____

Communities That Care

Moving on to Phase Two

Training of Coordinators 3-21

Notes

Objective 4: Help the community move to Phase Two.

The role of the Coordinator is vital to helping the Communities That Care *process move forward because it provides support for the people who are initiating the process.*

Now that you have an understanding of what tasks and responsibilities there are for Phase One, it's time to move on to Phase Two: Organizing, Introducing, Involving.

Let participants know the next module they will work on will explain the role of the Coordinator in Phase Two of the *Communities That Care* system.

Notes